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ABSTRACT

This guide and its accompanying videotape are designed to provide students with an overview of the nations of the Pacific region. Three activities emphasize a different aspect of East-West contact: geography, history, and economics. Each activity uses student handouts and can be completed in one to three class periods. Activities include: (1) "Geography and Characteristics of the Pacific Region"; (2) "History of East-West Contact"; and (3) "The Pacific Region: Sharing Economic Power." (EH)

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HORIZONS

GUIDE FOR THE INSTRUCTOR PART II

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To the Instructor

Today the Far East and the United States are rapidly growing closer, economically and socially. This is happening so rapidly, in fact, that the potential influence of this region is such that many people are talking about a new age—a "Pacific century." Understanding the historical development and economic impact of the Pacific region is important for today's high school students. By the time they are ready to enter the work force, the Pacific region will have an even greater impact on the people in this country. The Close Up Foundation has developed this videotape and instructor's guide to help students more fully comprehend the geography, history, and economics of the Pacific region.

About the Video

The fourteen-minute videotape examines the geography of the Pacific region, the history of Far Eastern contact with the West, and the emergence of the Asian countries—particularly Japan—as economic powers in the world. The video looks at U.S. relations with the rest of the nations of the Pacific region and emphasizes the growing importance of the region's economic influence. Appearances by Library of Congress Asian specialist Ronald Morse, UCLA professors Harry Kitano and Richard Rosecrance, and author David Halberstam help to emphasize the growing influence of this region in the world.

About the Guide

This guide is designed to provide your students with an overview of the nations of the Pacific region. It is composed of three activities, each of which emphasizes a different aspect of East-West contact—geography, history, and economics. Each activity uses student handouts that you can copy and distribute to everyone in your class. The activities are designed to take from one to three class periods to complete. Use as many class periods as are convenient for you. An outline of the guide follows:

- Activity 1: Geography and Characteristics of the Pacific Region
- Activity 2: History of East-West Contact
- Activity 3: The Pacific Region: Sharing Economic Power

The guide also provides you with additional suggestions for making this a successful and enjoyable learning experience. Five student handouts used with the activities are at the back of the guide. The teaching strategies and activities contained in the guide can be used in a variety of ways. Feel free to develop or adapt the activities to suit your teaching style, the needs of your students, and the amount of time you have to cover this topic.

Goals

The goals of this video package are to:

1. provide students with a geographical understanding of the Pacific region—where it is and what nations it includes.
2. review the historical links between East and West.
3. examine the rise of Japan as a major economic power and how it sets an example for the rest of the region.
4. examine the economic competition between the United States and Asian nations.
5. analyze whether the Pacific region represents a threat or a challenge to the United States.

Student Activities

The activities are designed to provide a variety of educational experiences for your students. Please note that all of the activities involve class discussions centered on students' responses on handouts. This active learning approach forces students to go beyond mere recognition or knowledge of the facts to begin analyzing, synthesizing, and evaluating the issues and concepts under study.

The first activity helps you to prepare your students to view the video by making them familiar with the geography and characteristics of the nations in the Pacific region. Through map study and discussion of the characteristics of the Pacific region nations, students will be better prepared to absorb the information presented in the video. After showing the video, use Activity 2 to examine the history of East-West contact. The last activity—Activity 3—provides a closer look at the economic relationship between the United States and the Asian countries and examines the rise of Japan as a major economic power.

Tips on Leading Effective Class Discussions

All of the activities in this guide involve class discussion. Adhering to a few simple procedures will increase the effectiveness of your discussions. First, structure class discussions so they are really that, not just a dialogue between the teacher and a few students. Make a special point of encouraging students to interact directly with each other rather than with you. The handouts should stimulate student debate, but it is up to you to keep debate orderly and to keep it moving.

Second, sequence your questions so that more students can participate. Use Bloom's Taxonomy to help you develop your questions. Sequencing is extremely important because it develops a concept or idea from rudimentary to more sophisticated.

Third, incorporate "wait time" into your discussion periods. Wait for all students to respond to a question, and if students cannot respond successfully, rephrase the question.

Activity 1

Geography and Characteristics of the Pacific Region

Introduction

The Pacific region is made up of countries encircling the world's largest ocean—the Pacific. Pacific region nations are found on four continents—North America, South America, Asia, and Australia. They extend from the Arctic Circle on the north to below the Tropic of Capricorn on the south; and from the Indonesian island of Sumatra near the Indian Ocean on the west to the Panama Canal on the east. Nations on all four hemispheres touch on the Pacific Ocean.

The Pacific was once treated as a barrier separating "East" from "West," but because of modern communication and transportation technologies, the ocean no longer divides, but rather unites, a community of nations. Dozens of nations, both large and small, are part of the Pacific region. They include mighty economic and military powers such as the United States, the Soviet Union, China, and Japan; small, but ambitious, trading nations such as South Korea, Taiwan, and Malaysia; well-established, prosperous democracies such as Canada and Australia; and developing nations such as Vietnam and Papua New Guinea. Because the Pacific region is unfamiliar to most Americans, a major first step is to become acquainted with the location and the characteristics of the nations surrounding this great body of water.

Objectives

After completing this activity, the student will be able to:

1. identify and locate the nations of the Pacific region.
2. interpret information from a map.
3. describe some characteristics of the Pacific region nations.

Procedure

1. Distribute **Student Handout 1, Map of the Pacific Region.** (It would be helpful if you could also provide a large color map of the region and a globe to display in front of the class.) Then, write the following headings on the board:

- Mainland Asia
- Southeast Asia
- Asian Islands
- Australia
- North America
- Central America
- South America

Ask students to use the map to locate the nations of the Pacific region and determine under which heading each should be placed. Beginning with Mainland Asia, ask students to identify all the nations they think belong under that heading. Proceed through each heading until all nations are accounted for. Conclude the exercise by asking students to count the number of nations they have listed. Are they surprised by the number? Are there any nations on the list they have never heard of?

Spend a few minutes with your students locating the equator, the Tropics of Cancer and Capricorn, and the International Date Line. Then, briefly discuss the location of the Pacific nations with relation to the United States. What U.S. cities and Far Eastern cities are on similar longitudes? Ask students to speculate on climate similarities or differences between the United States and countries of the Pacific region. Which Pacific region nations have tropical climates? Which have temperate climates? Discuss seasonal differences between the Southern and Northern Hemispheres.

2. Distribute **Student Handout 2, Who's Who in the Pacific Region.** Have students review the information on the handout and complete the questions that follow in class. Discuss students' answers on the handout and urge them to keep this information in mind as they view the video.

Additional Suggestions

1. Ask students to examine the time and costs for traveling from their nearest major airport to Far Eastern cities such as Tokyo, Japan; Seoul, South Korea; Manila, P.I.; Sydney, Australia; or any other Pacific region city. They might also investigate the costs of telephone or fax communication to a Pacific region city. Have students report their findings to the class.

2. Ask students to investigate the origin of the terms "Far East" and "West" and speculate on why those terms are still used today. They may also want to investigate the location of the Northern, Southern, Western, and Eastern Hemispheres.

3. Travel between Asia and the United States means crossing the International Date Line. Have students locate the International Date Line and find out what happens to time when the Date Line is crossed. Ask the class if any of them have ever crossed the Date Line or the Equator. Pose some questions to the class about time differences between specific cities of the Pacific region such as Tokyo and San Francisco.

Activity 2

History of East-West Contact

Introduction

The world has long been divided between "East" and "West." Western culture differs from Eastern culture. Vast distances between Europeans and Asians caused the customs, religions, languages, and alphabets of both peoples to develop separately.

Until modern times, travel between East and West was difficult. Consequently, little contact was made between what some call the Orient (East) and the Occident (West). When Italian merchant Marco Polo brought back from Asia his tales of wealth and mystery, European interest in Asia was stirred. Europe's desire to trade with Asia stimulated explorers such as Christopher Columbus, Vasco da Gama, Ferdinand Magellan, and Francis Drake to find easier ways to get there. But hundreds of years passed before East and West mattered much to one another.

Commodore Matthew Perry's attempt to open trade with Japan in 1854 gave the United States a toehold in Asia, and Admiral George Dewey's seizure of the Philippines during the Spanish-American War extended American influence; but it wasn't until the war with Japan in 1941 and subsequent wars in Korea and Vietnam that most Americans paid much attention to Asia. From that time on, however, the Pacific region has been very important to the United States. With Japan taking the lead, Asian nations began competing with the United States economically, rather than militarily; and Americans now find themselves trying to adapt to economic changes brought about by nations of the Pacific region.

Objectives

After completion of this activity, the student will be able to:

1. identify factors that led to Western exploration of Asia and the Pacific.
2. list persons who sought to open trade in Asia.
3. describe why East and West have been historically divided.
4. discuss the influence of Japan on the rest of the Pacific region.
5. compare and contrast early U.S. interest in the Pacific region with current interest.

Procedure

1. Show the video, *Pacific Horizons, Part I.*

2. After students have seen the video, lead a discussion about the history of East-West relations. Questions to consider include:

- What direction did Marco Polo travel from Italy to China?
- What do you think Polo brought back with him from China? What do you think he told the Venetians about China?
- What influence did Polo's adventures have on European merchants?
- What was Columbus trying to do? What direction did he travel in his effort to get to Asia? What mistake did Columbus make?
- What was Commodore Perry trying to do when he went to Japan? Was he successful?
- What were the effects of World War II, the Korean War, and the Vietnam War on U.S. relations with the Far East?
- How did World War II, the Korean War, and the Vietnam war affect Asian relations with the United States?

3. Distribute **Student Handout 3, Influence of Japanese History on the Pacific Region**, and have students complete the handout in class. Ask students how they responded to the questions in the handout. Students may disagree on several of these questions. Allow them to present their arguments in an orderly fashion.

Additional Suggestions

1. Ask students to research and write about the relationship of the following historical characters to the Pacific region:

- Vasco da Gama
- Vasco de Balboa
- Ferdinand Magellan
- Sir Francis Drake
- Captain James Cook
- Admiral George Dewey

2. Have students trace the history of Asian immigration to the United States. They should identify where most Asian immigrants came from, when they came, why they came, and where they settled.

3. Ask students to write a paragraph responding to the following statement: Historians often refer to the period of early European colonization as a time of "Glory, Gold, and God." What do you think is meant by this phrase?

Activity 3

The Pacific Region: Sharing Economic Power

Introduction

Although most Asian nations were influenced by contact with the West, unlike many African, Middle Eastern, and Latin American nations, they were not dominated by Western culture. Instead, most Asian nations learned to adapt to western ways and discovered what they had to do to survive and grow as independent nations. The best example of this adaptability is Japan.

Japan surprised most Americans by its economic and military development prior to World War II, but its progress after the war surprised even more Americans. After the United States fought two more wars in Asia (Korea and Vietnam), it began to realize that it could not influence the Pacific region as it once had. At the same time Japan had begun to challenge the United States economically.

The Japanese took advantage of their location and their industrial past to make and sell high quality goods all over the world. Starting with small consumer items such as transistor radios in the 1950s, Japanese manufacturers progressed to automobiles and heavy equipment by the 1970s and 1980s. Japanese products soon began appearing in retail shops all over the world—especially in the United States.

But Japan was not alone in Asia in pursuing economic growth. Others followed Japan's lead. Nations such as Taiwan, South Korea, Malaysia, and Hong Kong began to produce and sell consumer goods in foreign markets, until today products from all over the Pacific region can be found on western shelves.

Some Americans feel threatened by foreign—particularly Asian—competition; others see new opportunities to expand world markets, forge new alliances, and develop joint enterprises. But, whatever their opinion, all Americans are having to get used to the idea of sharing economic power with other nations of this dynamic region.

Objectives

Upon completion of this activity, the student will be able to:

1. identify reasons why Japan became an industrial nation in the twentieth century.
2. discuss the influence of Japan on other Asian nations.
3. describe how differences in Japanese and American manufacturing and marketing have affected both nations.

Procedure

1. Hand out **Student Handout 4, Student Opinion Survey**. Allow students a few minutes to complete the survey and then tally their responses on the board. Discuss items about which students disagree, allowing them to state their reasons for responding as they did. Do students think U.S. companies are suffering unfairly from Japanese competition? Do students have strong feelings about "buying American"? Do they notice where a product is made when they are shopping. Perhaps some students' families have been affected by factory closings brought about by foreign competition and are eager to discuss the topic.

2. Distribute **Student Handout 5, U.S. Marketing**. Allow students a few minutes to read the quote and respond to the questions. Lead a discussion about U.S. marketing based on student responses to the handout. Are students influenced by commercials? Do they buy items at the store based on brand-name recognition or do they really inspect and compare quality? You might want to compare commercials selling foreign products to commercials selling U.S. products. Do the commercials differ? If so, how? What changes in U.S. marketing techniques would students recommend to meet the Asian challenge?

Additional Suggestions

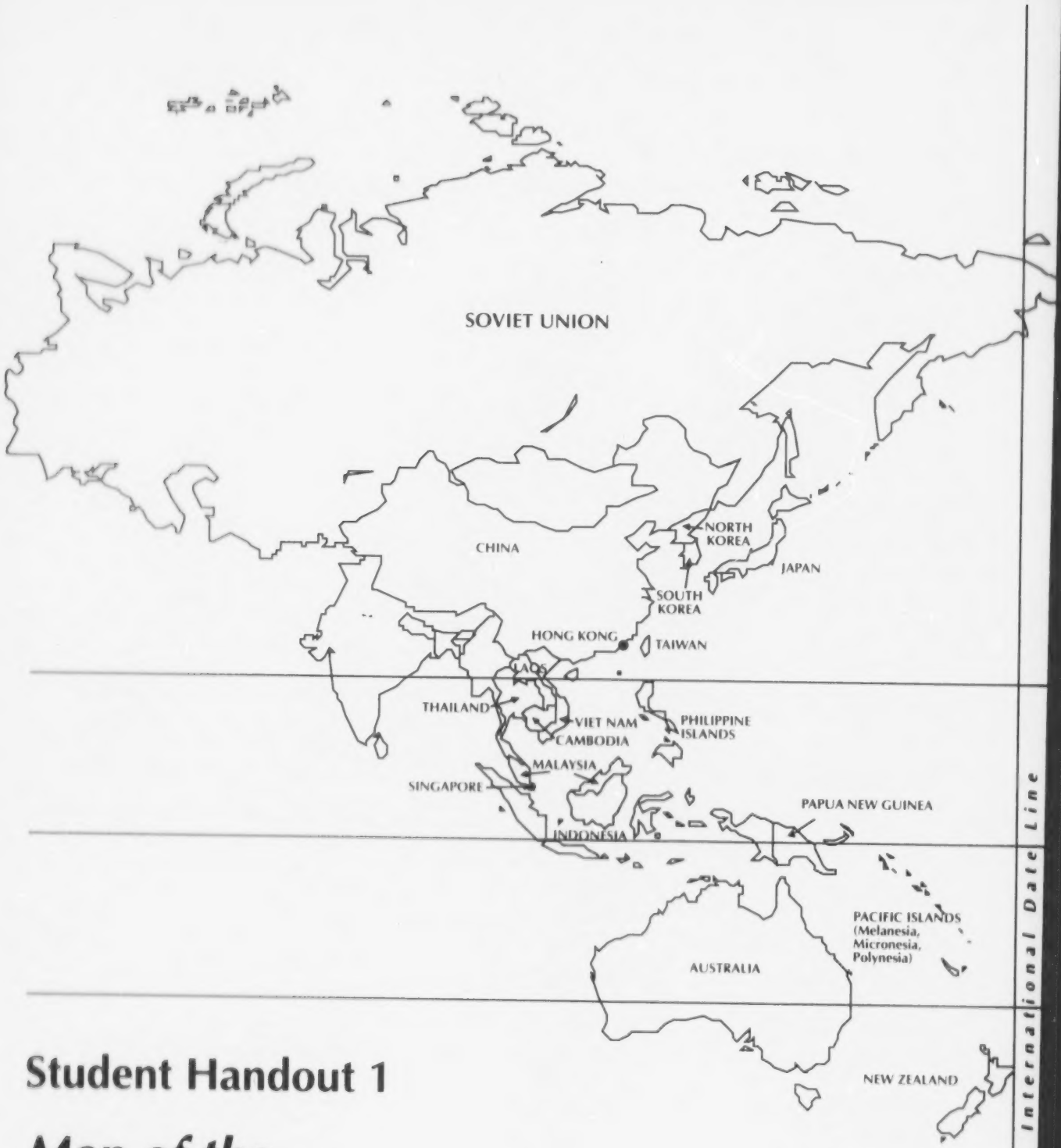
1. Divide the class into small groups of four or five and have them go on a "scavenger hunt" in their homes looking for foreign-made products. Ask them to find items bearing labels from as many foreign countries as they can. Articles should be items that can be brought to class for exhibit. Have each group describe the items they have found, commenting on where items were made, prices, quality, and unique characteristics.

2. After World War II, Japan learned from the United States new manufacturing and marketing techniques that helped make them one of the world's major economic powers. Today, the roles of teacher and student are reversed, and Americans are learning from Japan's innovative management strategies, automated manufacturing methods, and new technologies such as robotics. Have your students explore how and why these changes occurred and the impact this "role reversal" is having on current relations between Japan and the United States.

Have the class brainstorm possible topic areas where technological changes are being made and then divide the class into several groups, each group taking one topic. Groups should prepare presentations on their topic that they will present to the entire class. Encourage a wide variety of presentation formats—students can stage "mini-plays" or mock newscasts; or they can incorporate audio/visual displays into their presentations.

3. Have your students poll as many schoolmates as possible about their preferences as to the place of manufacture for specific goods. In their poll students should give respondents a choice as to whether they would prefer those goods to be made in the United States, Japan, or elsewhere. If respondents choose elsewhere, they should state where and why.

Use all or some of the following items in the poll, or come up with other items of interest to students: television sets, stereo equipment, automobiles, pickup trucks, motorcycles, clothing, athletic shoes, hamburgers, computers, medical equipment, pianos, kitchen appliances, glassware. Students should report the results of their poll to the rest of the class.



Student Handout 1

Map of the Pacific Region

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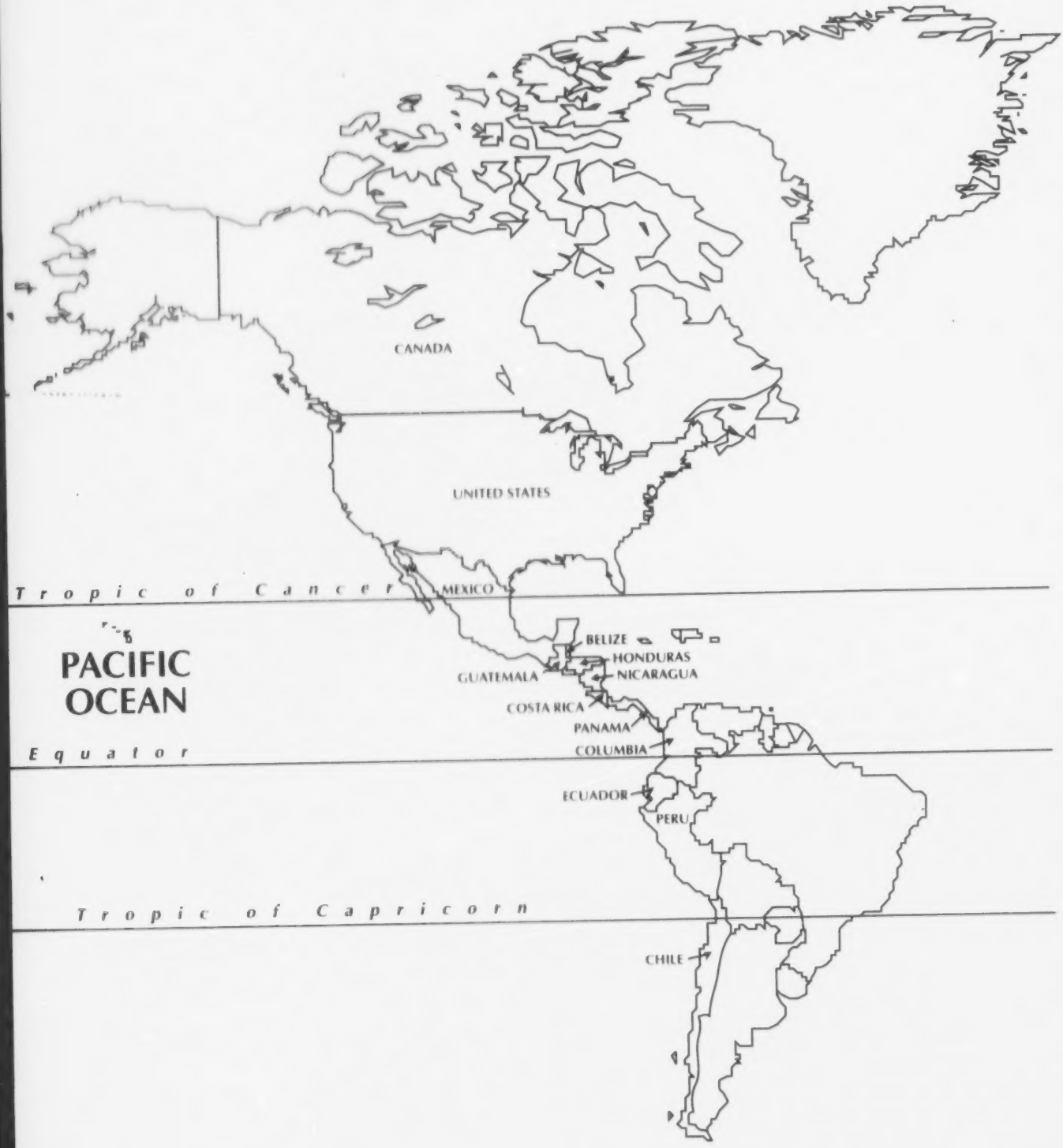

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Student Handout 2

Who's Who in the Pacific Region

Country	Population[1]	Imports[2]	Exports[2]	Government	Gross National Product (GNP)[3]	Literacy Rate[4]
Soviet Union	287 million	grain, cement, wool, meat, sugar, rubber	salt, chemicals, industrial goods	communist federal union	$2.1 trillion	99%
Japan	124 million	oil, industrial goods, foodstuffs	ships, autos, electronic appliances, cameras, iron	democracy	$2.0 trillion	99%
North Korea	22 million	oil, machinery, grains	minerals, meat products, fish	communist state	$25 billion	99%
South Korea	45 million	machinery, oil, chemicals, grains	textiles, clothing, footwear, steel, autos	republic	$91 billion	92%
China	1.12 billion	grain, fertilizer, steel, machinery	oil, minerals, manufactured goods, food products	communist state	$270 billion	70%
Hong Kong	5.6 million	fuel, chemicals, machinery	clothing, plastic articles	crown colony of United Kingdom	$41.8 billion	90%
Taiwan	20.5 million	fuel, chemicals, wool, wheat	textiles, sugar, cement, rice	one-party republic	$73 billion	90%
Cambodia	6.8 million	oil, machinery, food, chemicals	dried fish, rubber	communist	$600 million	48%
Laos	4 million	rice, petroleum products, machinery	electricity, timber products, coffee	communist	$1.8 billion	85%
Thailand	55 million	machinery, oil, chemicals	rice, sugar, corn, rubber, tin, timber	constitutional monarchy	$40 billion	89%
Vietnam	67 million	oil, steel, medicine, chemicals	coal, minerals, agricultural products	communist	$18.1 billion	94%
Malaysia	17 million	machinery, transportation equipment	rubber, palm oil, tin, timber	constitutional democracy	$30 billion	80%
Singapore	2.7 million	manufactured goods, petroleum	rubber, tin, manufactured goods	parliamentary democracy	$16 billion	85%
Philippine Islands	62 million	wheat, industrial equipment	coconut products, hemp, sugar, iron ore	republic	$34.5 billion	88%
Indonesia	188 million	rice, wheat, textiles, machinery	carpets, fruit, nuts, coffee	independent republic	$85 billion	72%
Papua New Guinea	3.6 million	machinery, consumer goods	copper, gold, timber, coffee, rubber	parliamentary democracy	$2.2 billion	32%

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Country	Population[1]	Imports[2]	Exports[2]	Government	Gross National Product (GNP)[3]	Literacy Rate[4]
Australia	16.2 million	machinery, consumer goods	coal, wool, wheat, beef, iron ore	democracy	$153 billion	99%
New Zealand	3.4 million	cars, trucks, oil, iron, steel	meat, dairy products, fish, wool	parliamentary	$23.2 billion	99%
Pacific Islands (Melanesia, Micronesia, Polynesia)	6.5 million	machinery, food products, textiles, chemicals	fruit, vegetables, sugar, handicrafts	federal republics/ parliamentary	$1.5 billion	80-90%
Canada	26 million	machinery, crude oil, textiles, steel	lumber, automobiles, metals, grain	parliamentary democracy	$413 billion	99%
United States	248 million	crude oil, rubber, textiles, automobiles	machinery, chemicals, grain, pharmaceuticals	republic	$4.49 trillion	99%
Mexico	88 million	machinery, chemicals, steel, transportation equipment	oil, food products, coffee, cotton, metals	federal republic	$168 billion	92%
Belize	169,000	machinery, chemicals, fuels	sugar, fruit, wood products	parliamentary	$180 million	90%
Costa Rica	2.9 million	machinery, chemicals, fuels	sugar, fruit, coffee, beef, cocoa	democratic republic	$3.5 billion	90%
Guatemala	9.4 million	machinery, transportation equipment, fuels	cotton, coffee, sugar, petroleum	republic	$2.6 billion	48%
Honduras	5.1 million	machinery, chemicals, manufactured goods	sugar, fruit, lumber, minerals	republic	$2.6 billion	56%
Nicaragua	3.7 million	agricultural products, chemicals, petroleum	fruit, coffee, cotton	republic	$2 billion	66%
Panama	2.4 million	petroleum, chemicals, livestock	sugar, fruit	republic	$5.1 billion	87%
Chile	12.8 million	machinery, foodstuffs	copper, iron, wine, wool	republic	$27 billion	90%
Columbia	31.8 million	machinery, chemicals, grains	coffee, petroleum, sugar, copper, bananas	republic	$35.9 billion	80%
Ecuador	10.5 million	raw materials, paper, machinery	petroleum, coffee, bananas, sugar	republic	$12.9 billion	90%
Peru	21.7 million	machinery, chemicals, fuel, textiles	coffee, lead, silver, cotton	republic	$19.8 billion	80%

Key:
1. Population figures are based on latest census or official government estimates.
2. Only leading imports and exports are listed.
3. GNP (gross national product) refers to the dollar value of all goods and services produced during one year in one country.
4. Literacy rate refers to the percentage of people who can read and write.

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Answer the following questions using the information on the chart, "Who's Who in the Pacific Region?"

1. Which Pacific region nation has the highest population? Does its high population hurt or help its economy? How?

2. Which Asian nation (excluding the Soviet Union) has the highest gross national product? Compare this nation's GNP with the GNP figures for the United States and the Soviet Union. Do you think this nation's economy will grow in the future? Why or why not?

3. Which Western nation has the highest gross national product? Compare its GNP with the other Pacific region countries. Do you think this nation's economy will grow in the future? Why or why not?

4. Which five nations appear to be the wealthiest? Which five appear to be the poorest? Can the poor nations improve themselves? How? What do you think accounts for the large contrast between the richest and poorest countries?

5. Using the chart and your knowledge, which nations have expanded their position in the region by virtue of trade? Which have expanded their position by military expansion? Are there any nations that have used both trade and military expansion?

6. South Korea, Taiwan, Hong Kong, and Singapore are sometimes called the "four tigers" of the Asian Pacific region. Look at the chart and speculate on how they got that title.

7. Which nations are major food exporters? Which are major food importers? Do you think there is any correlation between a nation's food production and its economic wealth? Why or why not?

8. Which nations are major exporters of finished manufactured goods? Which are major importers of finished goods? Do you think there is any correlation between a nation's production of finished goods and its economic wealth? Why or why not?

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Student Handout 3

Influence of Japanese History on the Pacific Region

Read the following excerpt from the video *Pacific Horizons* and answer the questions:

> Japan's rapid transformation to an industrial society has inspired the entire Asian Pacific region. But Japan is more than just a recent success story. Despite its limited resources, Japan has for centuries adapted to change and challenge. It has exerted an influence on the Asian continent far greater than its small size. Japan's cultural cohesiveness has been cited often as one reason for this adaptability. Great family names, such as Honda, have remained prominent from Japan's Samurai period through the present.

1. What evidence is there that "Japan is more than just a recent success story"?

2. Why do you think Japan has for centuries adapted to change and challenge?

3. Why do you think Japan exerts an influence in Asia "far greater than its small size"?

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4. What do you think is meant by "cultural cohesiveness"?

5. Do you think other Asian nations have learned from Japan? If so, what have they learned?

6. Do you think the United States has learned anything from Japan? If so, what?

7. Do you think Japan has learned anything from the United States? If so, what?

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Student Handout 4

Student Opinions

Circle your choice—*A* for agree, *D* for disagree, or *N* for no opinion—to each of the following statements:

1. The United States should not have helped Japan rebuild after World War II.	A	D	N
2. Japan has become a strong economic power because of its vast natural resources.	A	D	N
3. Japan has become a strong economic power because of its human resources and adaptability to change.	A	D	N
4. Japanese products sell well in the United States because they do not cost as much as U.S. products.	A	D	N
5. The United States should erect trade barriers such as tariffs and quotas so that U.S. companies can compete more fairly with Japanese companies.	A	D	N
6. Japanese products are of higher quality than U.S. products.	A	D	N
7. Japan should open up its markets to U.S. products to allow fair competition.	A	D	N
8. The United States benefits from a strong Japanese economy.	A	D	N
9. Japan benefits from a strong U.S. economy.	A	D	N
10. Americans should buy products that are made in America.	A	D	N
11. U.S. manufacturers could better compete with Asian manufacturers if American workers would take pay cuts.	A	D	N
12. U.S. manufacturers could better compete with Asian manufacturers if they would charge lower prices and take smaller profits.	A	D	N

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Student Handout 5

Marketing in the United States

Read and respond to the following quotation:

> **One of our problems was we were too good at marketing. We began to think of marketing as an end in itself; that all you had to do was put good commercials on television and you could fool people in an age of declining quality. That was true as long as it was the big three [automobile manufacturers]. There were no start-up automotive companies in America until the late 1960s and early 1970s when the Japanese came in and challenged us and put out cars of better quality.**
> **(David Halberstam, in *Pacific Horizons*)**

1. Mr. Halberstam is putting some of the blame on U.S. auto companies for losing a big share of the market to foreign—particularly Japanese—manufacturers. Do you think the "big three" deserve the blame? Where did they go wrong? Do you think they are changing?

2. Do you agree with Mr. Halberstam's idea that we were too good at marketing and that good commercials on television could fool people? Why or why not?

3. Do you think Americans are still being fooled by commercials? Or have they gotten too smart to be manipulated by ads? Can you think of any commercial that made you buy a product that turned out to be inferior?

4. An old axiom of business is "let the buyer beware." What do you think this means? Do you agree with this statement? Why or why not?

5. Have foreign products—particularly Japanese products—forced U.S. manufacturers to make higher quality goods? Can you give examples?

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